

PRIMARY I DISCOVER

TERM 2

2018-2019

FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education



NAME: --

CONTENTS

WELCOME TO DISCOVER!

Welcome to Discover! We are pleased to provide students across the country with new learning materials to support the new way of learning. This book is provided to each student to accompany the multidisciplinary instruction Primary 1 classes. It is an important tool that helps promote student learning, curiosity, and discovery of the world.

The goal of our new education system is to provide students with the knowledge and skills to develop themselves into citizens who can Learn to Know, Learn to Do, Learn to Be, and Learn to Live Together. Through these new learning materials and the multidisciplinary instructions taught by teachers, students will begin to DISCOVER themselves, the world around them, the way the world works, as well as be able to express themselves and their ideas.

In this book, students may be asked to draw, write, color, or explain. Teachers will use the printed instructions found throughout this book along with expanded instruction in their classrooms. Students share their work and progress with partners in the classroom, with family members, or with other members of the community. This book is to be used as a tool to promote student understanding, engagement, and excitement about learning.

We hope you enjoy this new learning experience.

HOW GOODS ARE MADE AROUND THE WORLD





THINGS THAT MAKE ME HAPPY

Draw and color five pictures of things that make you happy in each box. Cut out each box.



NEEDS OR WANTS?

Trace each label on the chart below.

Sort the things that make you happy into the correct columns.

NEEDS	WANTS



PENCILS

Use your pencil to answer each question.

I think that my pencil came from:

My partner thinks the pencil came from:

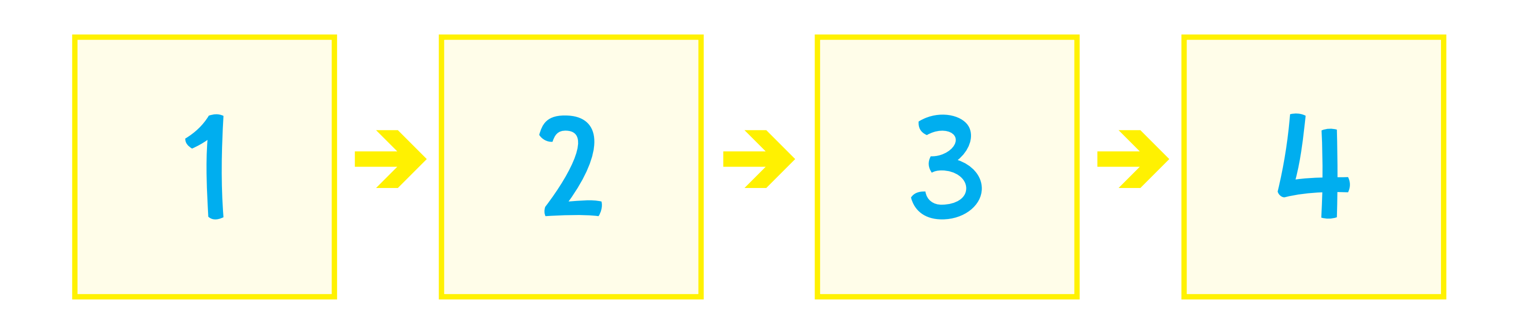
My pencil is made from:

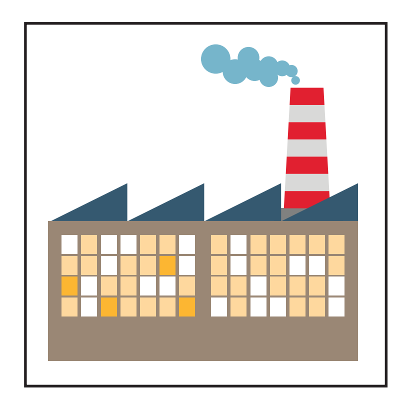
And those materials came from:

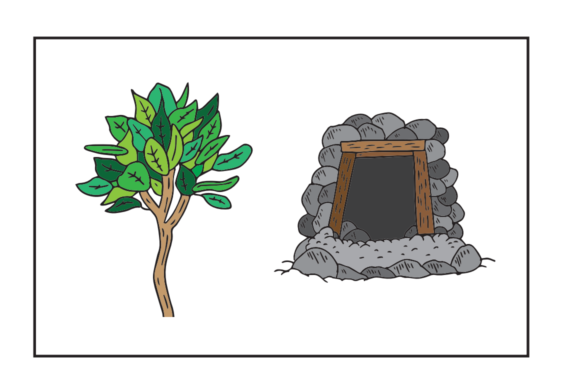


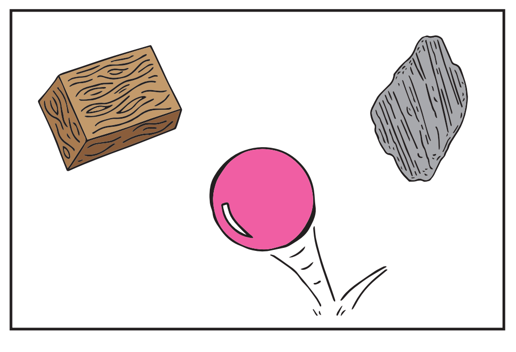
HOW A PENCIL IS MADE

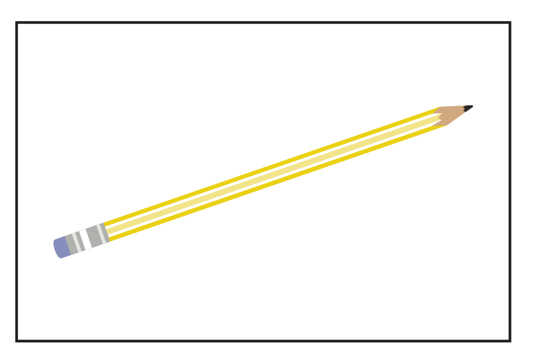
Draw a line from each picture to the correct number to put the steps of making a pencil in order.













TYPES OF GOODS

Write each item from the list on the board under the correct type of good.

CLOTHING	
FOOD	
TOYS	
HYGIENE	



STORES AND MARKETPLACES

Write each item from the list on the board under the place where you can buy it.

GROCERY STORE	
PHARMACY	
BOOKSTORE	
MARKET	

By Gyan Bahadur Khattri - Wikimedia Commons

By High Contrast - Wikimedia Commons

By Taihiva Idosiow - Wikimedia Commons

By Omar Attallah - Wikimedia Commons



MY DAILY NEED

Fill in the blanks to show your learning.

One good that I use every day is ____________________ .

I guess that my ____________ is made out of ____________ .

It is a ____________________ type of good.

(clothing / food / toy / grooming)

I can buy my good at ____________________ .

(grocery store / pharmacy / bookstore / market)

Here is a drawing of my good:





MATERIALS MAZE

Follow each maze from the good to the resource used to make it.



LIFE CYCLE OF A PRODUCT

Study the diagram below to learn the stages in creating clothing. Say each word out loud as you read it.

Cotton

Manufacture

Buy

Wear

Throw Away or Recycle

?





THROW AWAY OR RECYCLE CLOTHING?

Draw and color a picture of what happens when you throw away and recycle clothing.

When I Throw Away Clothes:	When I Recycle Clothes:

Decide if it is better to throw away or recycle your old clothing, and write a sentence explaining why.

It is better to THROW AWAY / RECYCLE my old clothing because



TECHNOLOGY AND THE T-SHIRT

Read the text below to learn how technology helps people make clothing more easily.



T-shirts are made from cotton. Cotton grows on plants in fields. A person needs to pick each ball of cotton from the plants.



There is a machine that can help. The machine is called a cotton harvesting machine.



By Kimberly Vardeman - Flickr: Cotton Harvest, Wikimedia Commons



The first step to turn cotton into cloth is to separate it from the seeds. There is a machine that can help. The machine is called a cotton gin .



TECHNOLOGY AND THE T-SHIRT

Read the text below to learn how technology helps people make clothing more easily.



The second step to turn cotton into cloth is to spin it into yarn. Yarn is then woven into fabric. There is a machine that can help. The machine is called a loom .



To turn fabric into a T-shirt, the fabric is cut to the correct size and shape. The fabric is then sewn together. There is a machine that can help. The machine is called a sewing machine.



TECHNOLOGY IN MY DAY

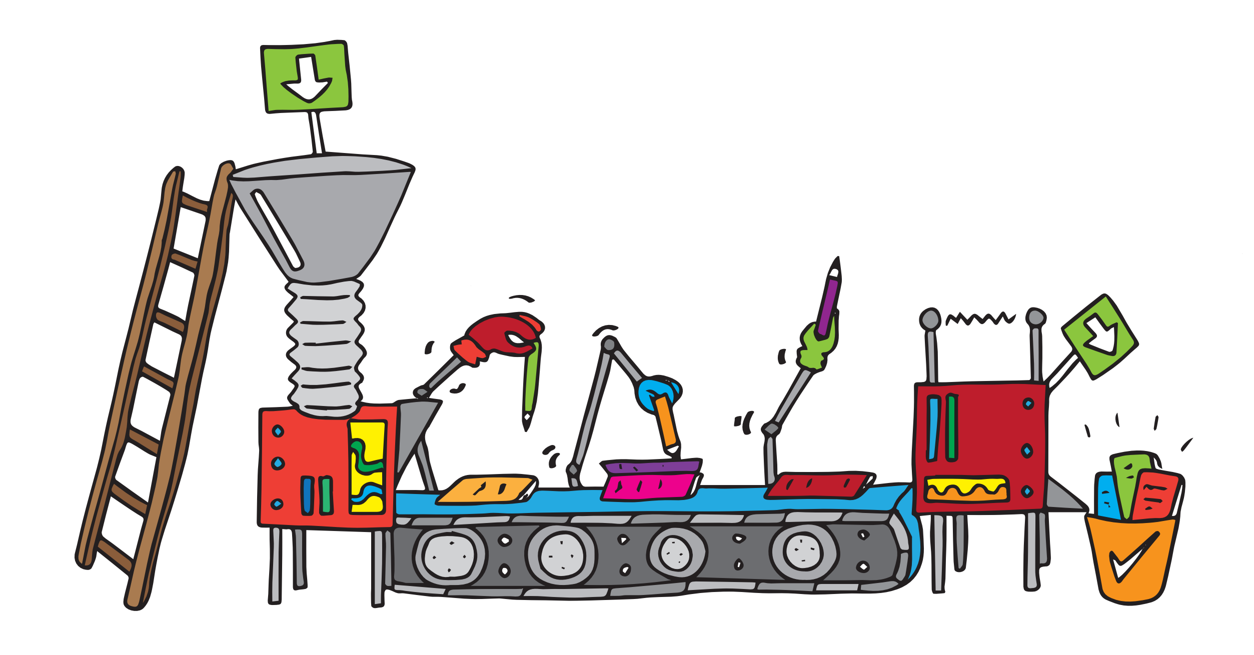
Draw a picture of a technology you use to help you live, work, and play. Then, write what that technology helps you do.

	TECHNOLOGY:	HELPS ME TO:
LIVE		
WORK		
PLAY		



THE HOMEWORK MACHINE

Read the story below about Samir's invention.



Samir loves to play football. He plays football every night. He plays football all day when he does not have school. When Samir has homework, he cannot play football.

"I wish I did not have homework," Samir thinks. "Then I could play football all the time." Samir has an idea. He will invent a machine to do his homework. Then he can play more football.

Samir uses his imagination. He draws a picture of the homework machine. He makes a list of what the homework machine can do.

Then he asks his friend for help. Samir is ready to build his invention. Now he can play more football.



MY INVENTION

Write down something you or your family needs help doing more easily. Then, write down your idea for a machine or equipment that you can invent to help.

We need help with: ______________________________.

This technology could help: ______________________________.

Draw and color a picture of what your invention would look like.



MY INVENTION CAN HELP

Write or draw a list of what your invention will do.





MY FRIEND CAN HELP

Write down one question your friend has about your invention.

In the box, write or draw how you can change your invention to answer your friend's question.



APPLIANCES

In each box, complete the drawing of an appliance. Then, match each appliance with the correct action.

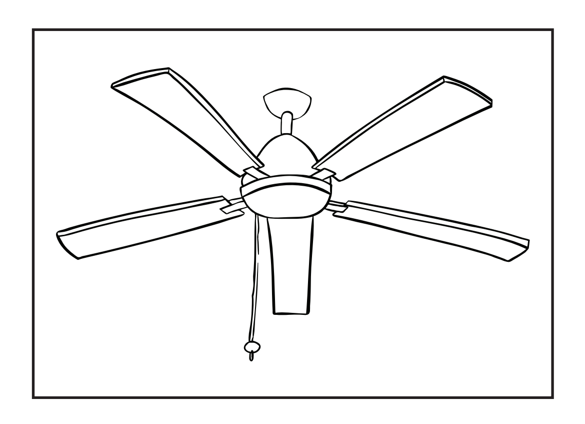
Cool the air

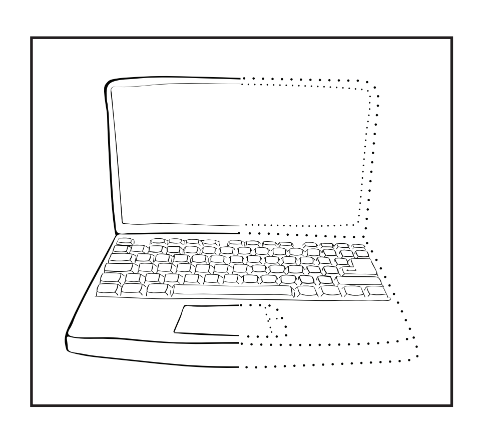
Heat up food

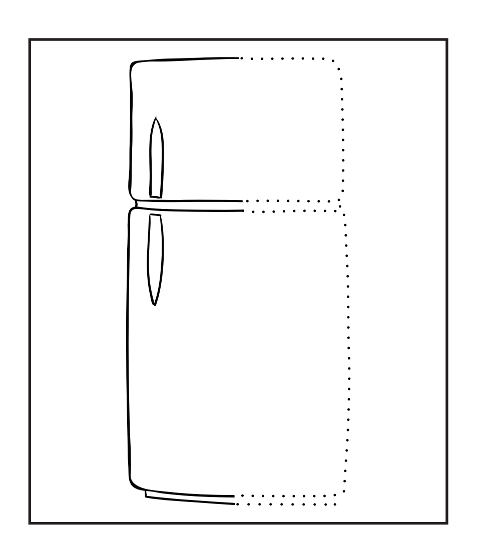
Clean clothes

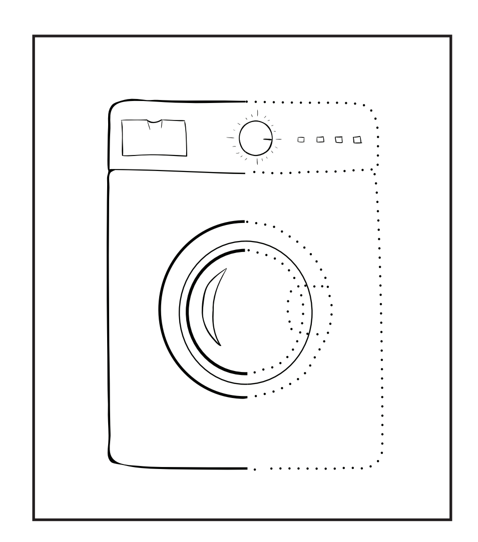
Keep food cold

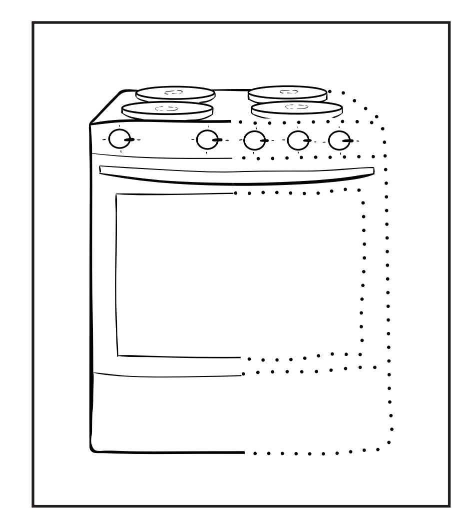
Find information













CONSERVING WATER

Study the home below. Circle places where you could do something to help conserve water.



WATER PLEDGE

Complete the pledge below. Draw a picture to show your promise.

I PLEDGE TO CONSERVE WATER AT HOME. I WILL DO THIS BY:

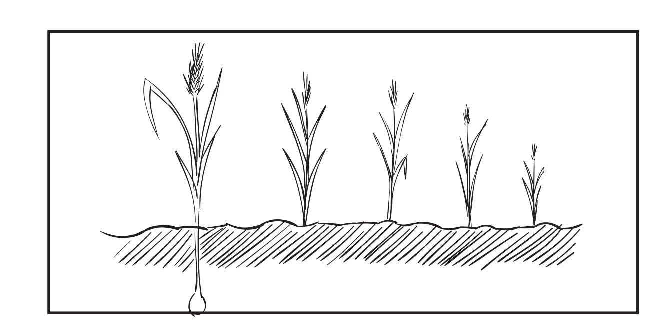
This is how I can conserve water at home:



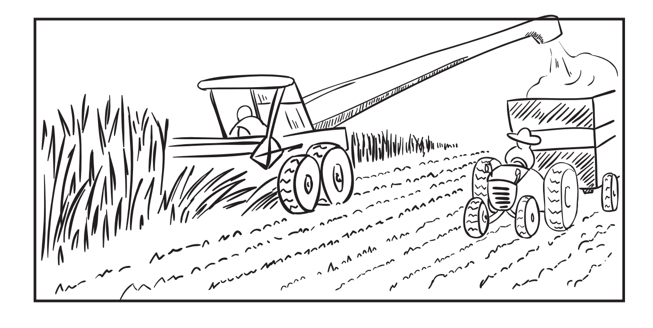
TURNING WHEAT INTO BREAD

Read the story about how wheat becomes bread.

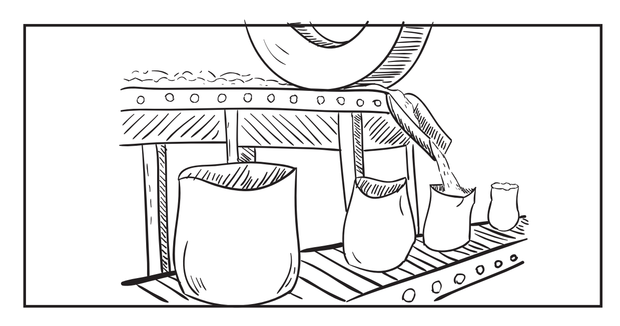
Farmer Adel has a wheat field. Each season, he plants seeds and waits for his wheat to grow.



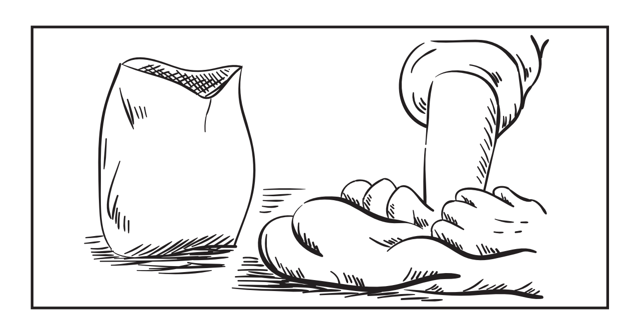
After Farmer Adel's wheat is grown, he uses his tractor to harvest the wheat.



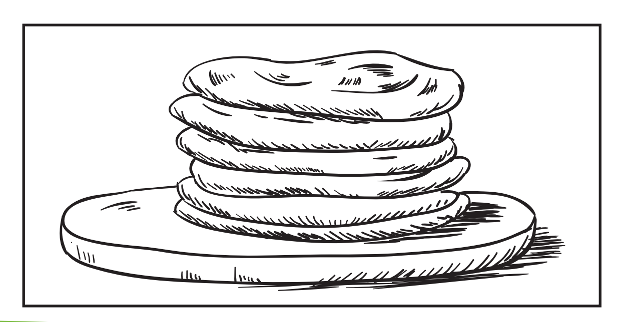
Farmer Adel sends his wheat to a factory to make flour.

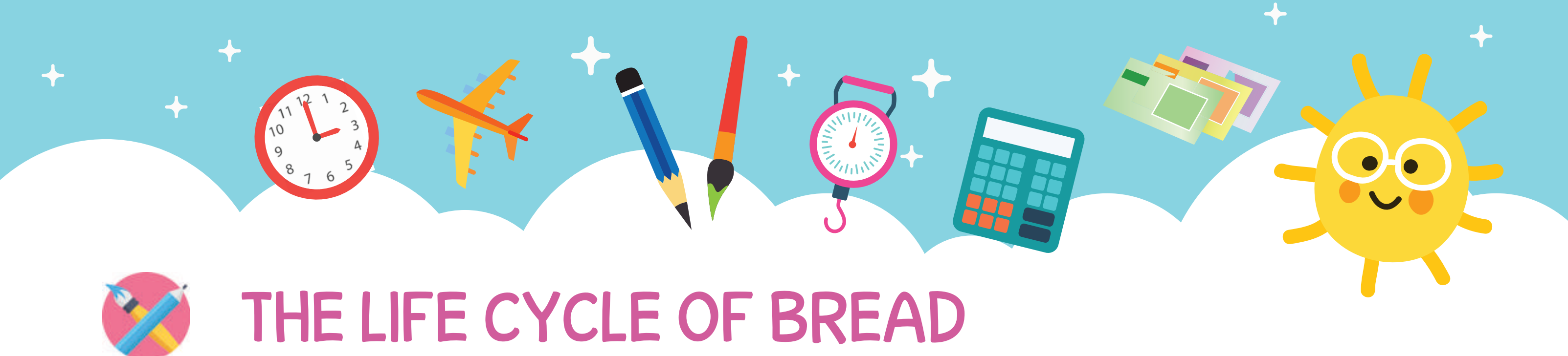


Baker Hani uses the flour to make bread. He sells the bread in his shop.



People buy the bread from the bakery to eat it with supper.

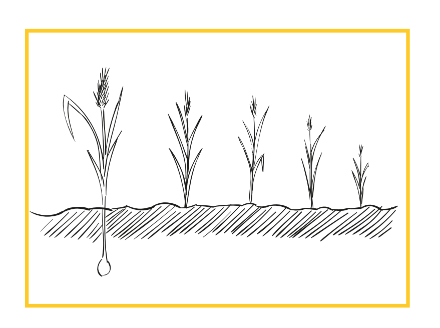




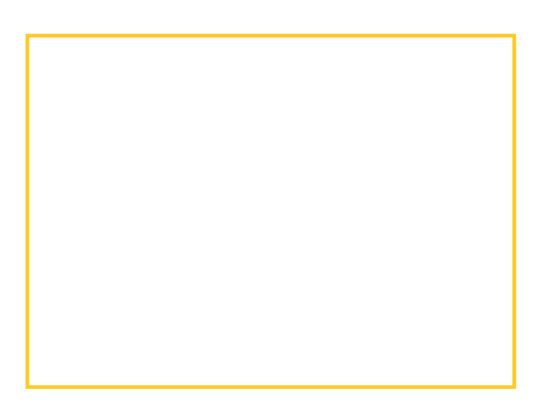
THE LIFE CYCLE OF BREAD

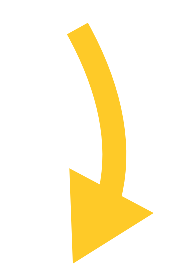
Draw the missing stages to complete the life cycle of bread.

START

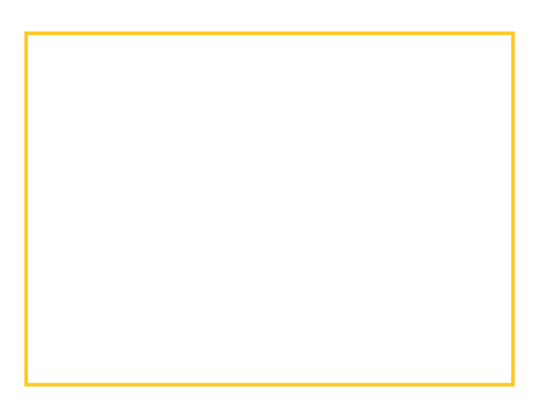


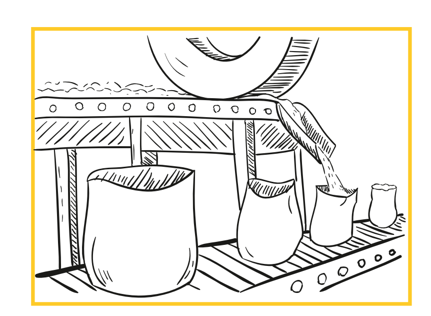




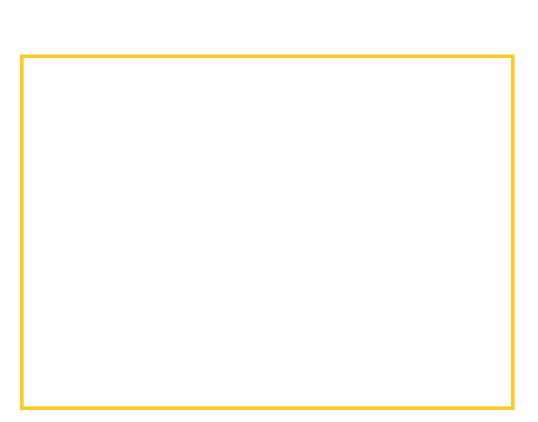


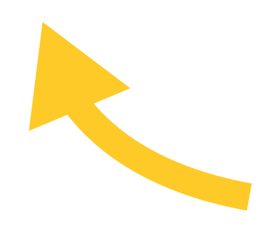
FINISH













THANK-YOU CARD

Fill in the card below to thank a baker in your community and invite him or her to your classroom celebration.



Cut out your thank-you card. Your teacher will deliver it to a baker in your community.



BREAD IN A BAG

This is the recipe we will use to make our bread dough. Later, you can share it with your family to make bread at home.

Ingredients:

- 240g of Flour
- 5ml of Salt
- 180ml of Milk
- 15ml of Olive Oil
- Large Plastic Bags
- Baking Sheet
- Parchment Paper



Instructions

- Mix flour and salt together in the bag.
- Add milk and oil to bag.
- Zip bag closed, and squeeze bag until all ingredients are mixed and smooth.
- Lightly flour the table. Dump dough out and knead for 10–15 minutes.
- Divide dough into 4 equal pieces.
- Use rolling pin to roll each piece flat. Place pieces on baking sheet lined with parchment paper.
- Bake for 8–10 minutes in the oven.



BREAD IS GOOD

Draw and color a picture of you or your family enjoying bread. Complete the sentence below the picture.

Bread is good because ______________________________ .

HOW BUSINESS WORKS





COMMUNITY BUSINESSES

Cut out each business.



By Taihiva Idosiow - Wikimedia Commons







By Gyan Bahadur Khatri - Wikimedia Commons



By Simplex2 - Wikimedia Commons



By Mmelouk - Wikimedia Commons



GOODS AND SERVICES

Draw a business that sells goods. Draw a business that sells a service. Complete the sentences.

A ______________________ sells **goods** like ______________________

A ______________________ sells **service** of ______________________



AT WORK

Read the text below. Underline the **PLACE** in blue. Underline the **JOB** in green. Underline the **TOOLS** in orange.

This is a meat market. A butcher works at the meat market. The butcher cuts the meat with a knife. The butcher uses a scale to weigh the meat.





This is a bank. A teller works at the bank. The teller adds up money with a calculator. The teller types amounts of money into the computer.

This is a bakery. A baker works at the bakery. The baker uses a mixer to mix the ingredients. The baker puts the bread in the oven to cook.





This is a garage. A mechanic works at the garage. The mechanic changes a tire with a wrench. The mechanic uses a funnel to change the oil.



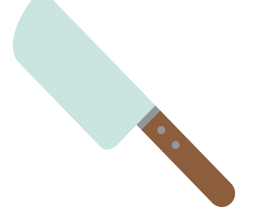
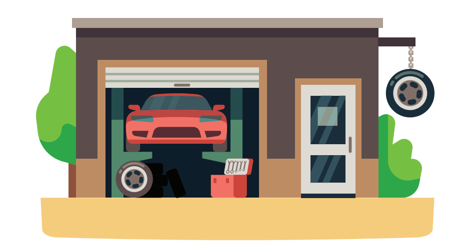
MIXED UP WORK

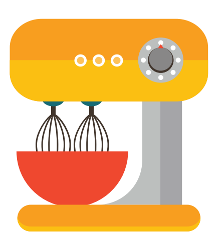
Match the job with the correct place and tools.

PLACE	JOB	TOOL

















MY COMMUNITY BUSINESS

Complete the sentences to describe the business you drew.

In my community, there is a ______________________ .

A ______________________ works here.

They use ______________________ and ______________________ .



"LIVING THINGS" SONG

LIVING THINGS

Living things all grow and change, grow and change,
grow and change
Living things all grow and change
Non-living things do not.

Living things need food and water, food and water,
food and water
Livings things need food and water
Non-living things do not.

Living things need air to breathe, air to breathe,
air to breathe
Living things need air to breathe
Non-living things do not.

Living things move on their own, on their own,
on their own
Living things move on their own
Non-living things do not.



LIVING OR NON-LIVING GOODS

Use your pencil to circle the goods that are living. Put an "X" through the goods that are non-living.



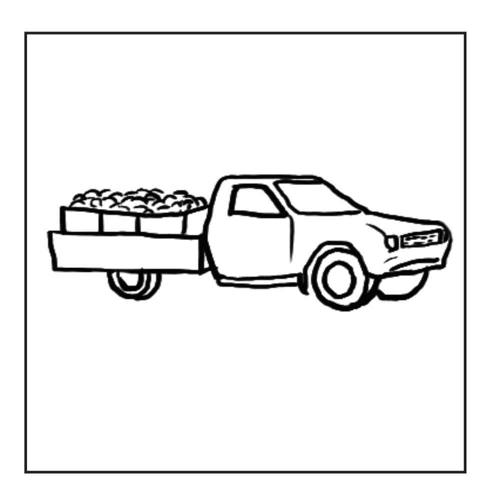
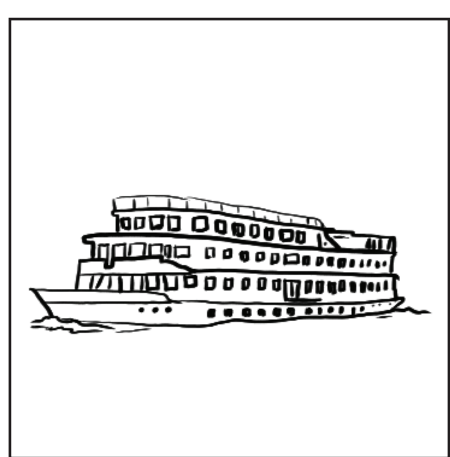
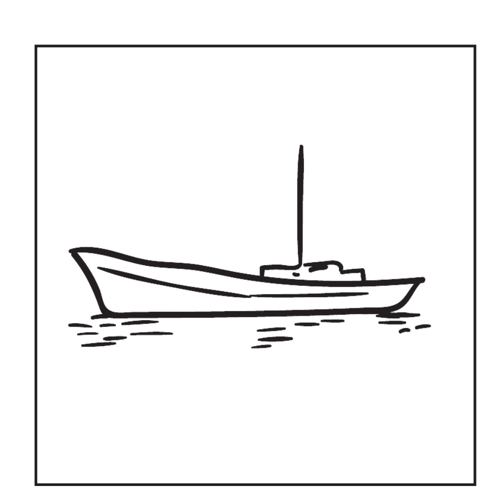
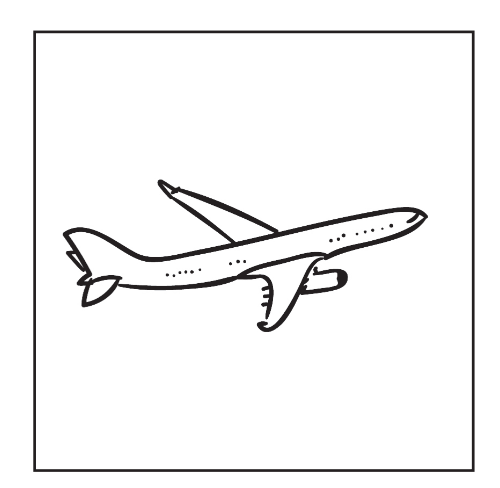
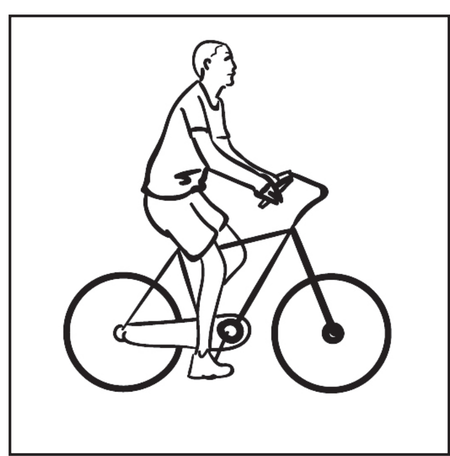
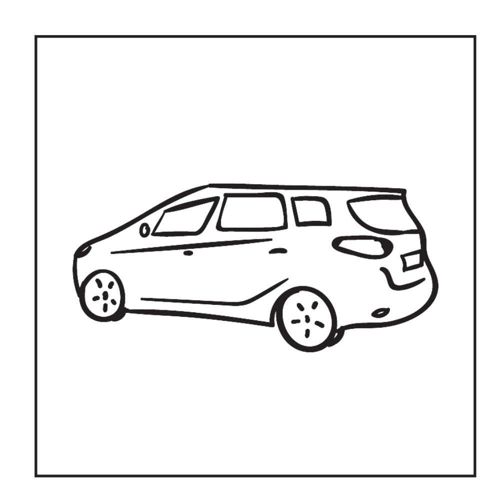
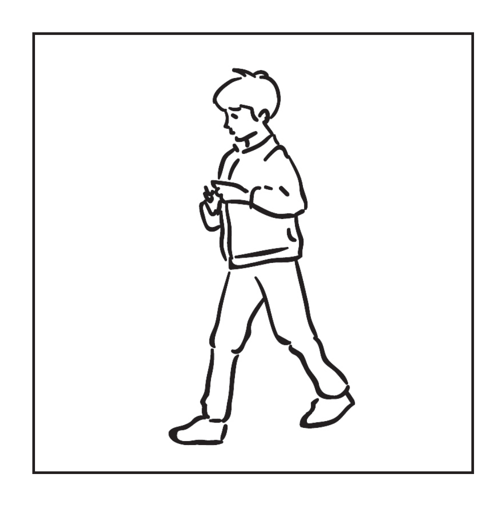
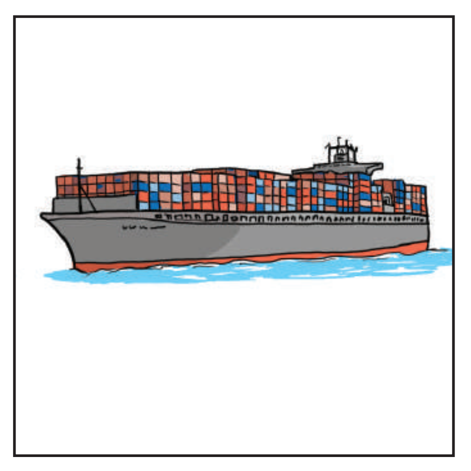
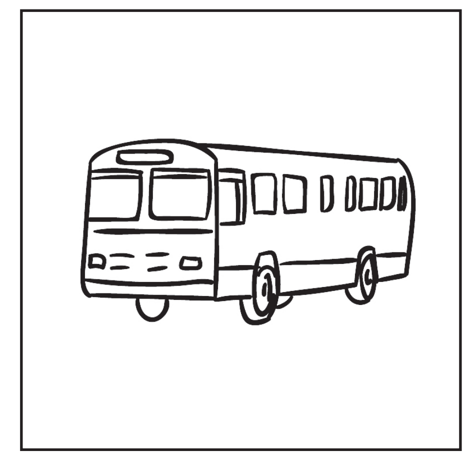
MAN-MADE

Look at the picture below. Circle the things that are man-made.



TYPES OF TRANSPORTATION

Use your crayons to color the pictures of the types of transportation that would be used to move goods.



MAGNET INVESTIGATION

Use your scissors to cut out each item from your investigation box.

DOES IT ATTRACT?

Test each item in your investigation box using your magnet. If the item sticks to the magnet, glue the picture in the "YES" column. If the item does not stick to the magnet, glue the picture in the "NO" column.

YES	NO

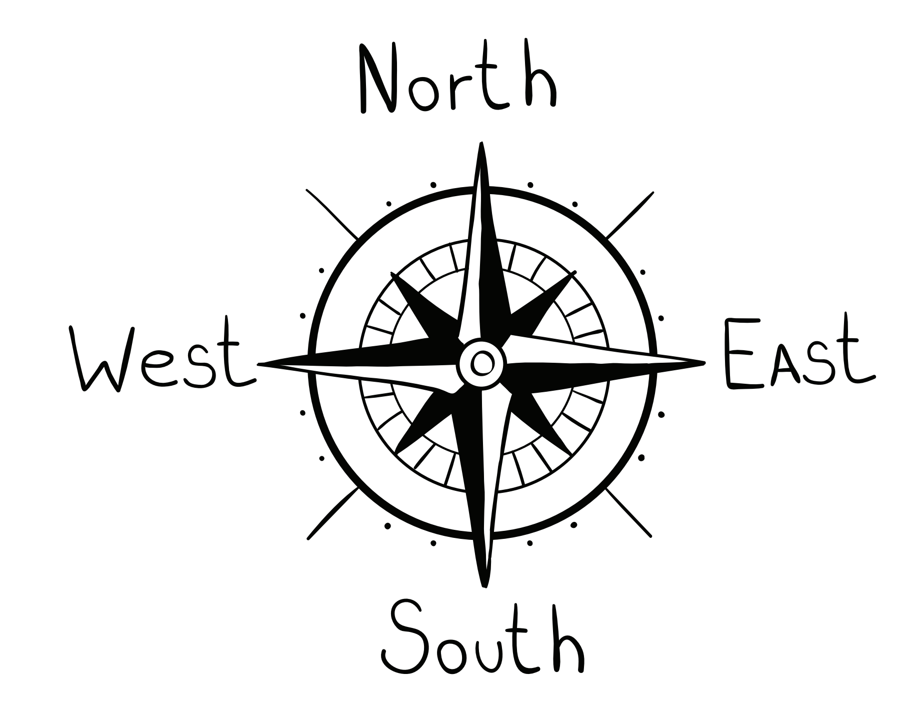
Complete the definition of "magnet."

A magnet ____.



COMPASS

Compare the pictures.

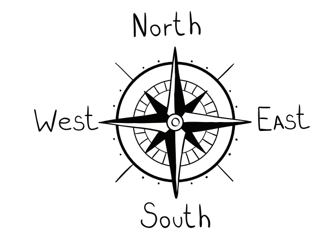






HOW THE SUN MOVES

Use your pencil to draw the sun rising. Then, draw an arrow showing the direction the sun will travel throughout the day.

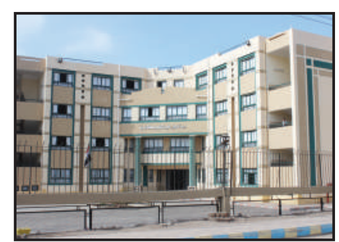




A TOURIST FOR A DAY

Imagine you are a tourist in town for a day. Write a business you will visit at each time shown on the clocks.

School



By Kamal Osama Elgazzar - Wikimedia Commons

Bakery



Restaurant



Souvenir Store

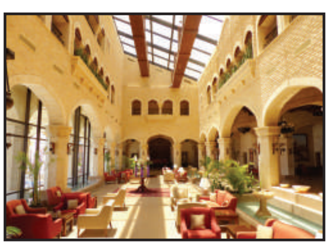


By Mmelouk - Wikimedia Commons

Auto Garage



Hotel



By Simplex2 - Wikimedia Commons

Museum



By Diego Delso -Wikimedia Commons







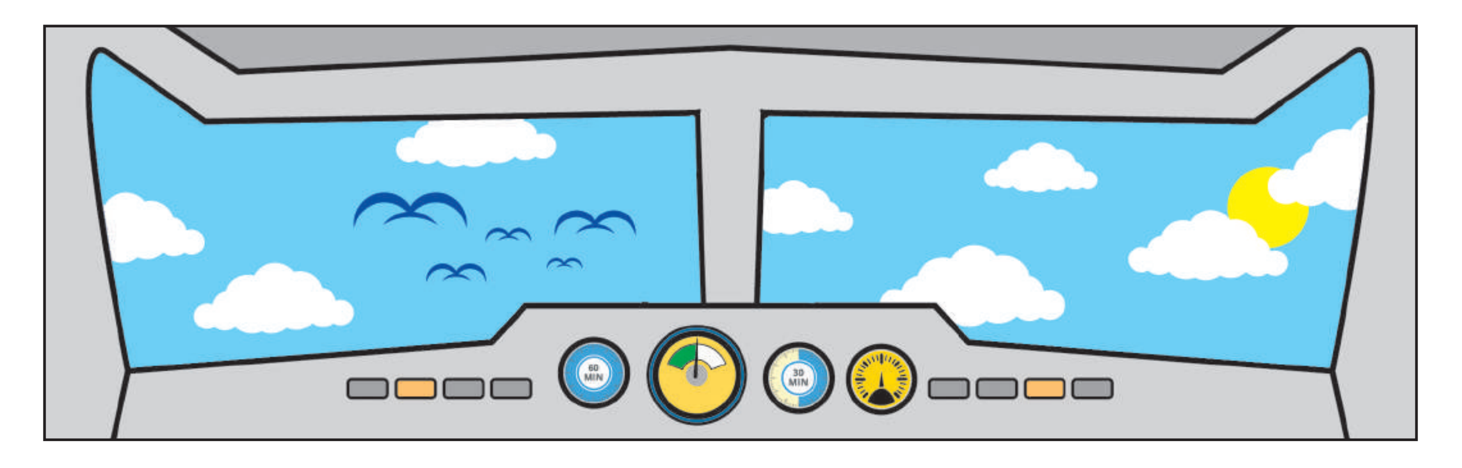
COLLAGE

Cut and paste images to create a collage.

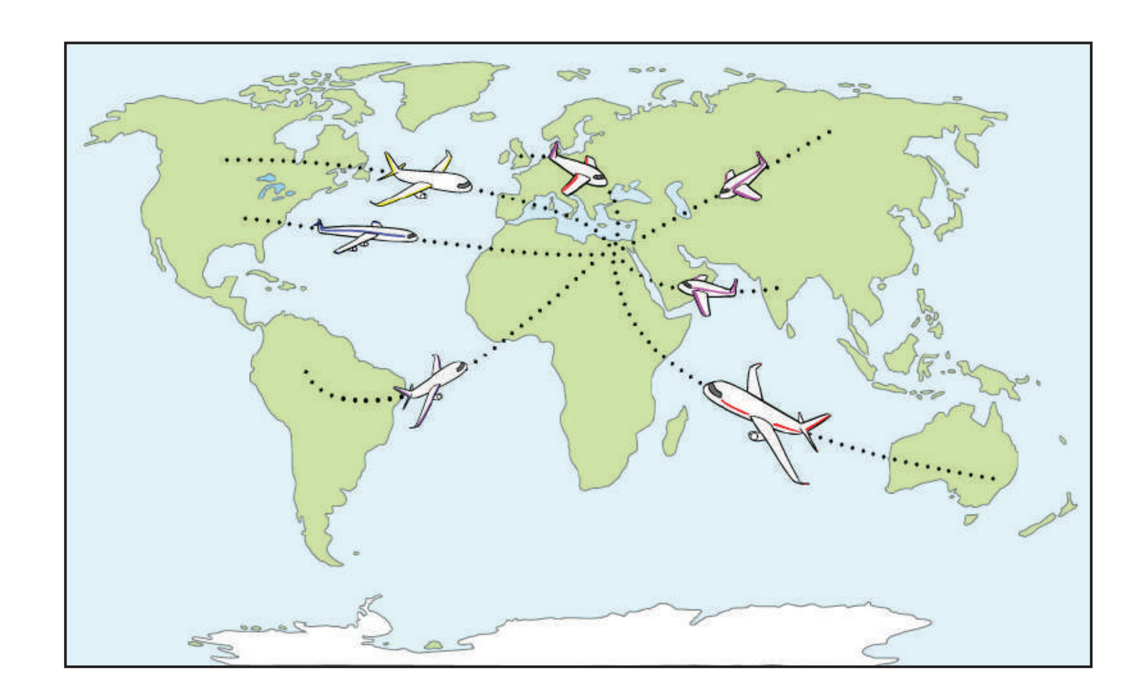


DESTINATION EGYPT

Imagine you are a tourist flying to Egypt on a vacation. Answer the question. Complete the statement.



Where did you begin your flight? Circle a country. Trace the flight path.



I am excited to visit Egypt because ______________________________

____.



COMMUNITY TOUR

Read the comments below. Then write three more comments. Cut out each box. Place each comment on the business or landmark you think deserves it most.

Delicious food.	Great service.	My favorite place.

Wonderful store.	I love what I bought here.



LETTER HOME

Write a letter to a friend at home. Tell your friend about your vacation. Fill in the blanks to complete the letter.

Dear ______________________,
(name of friend)

We just visited Egypt.
We saw many businesses and landmarks.

My favorite place was ______________________.

I bought a ______________ at a ____________ store.

The food was delicious at ______________________.

Wish you were here too.

Sincerely,

____
(your name)

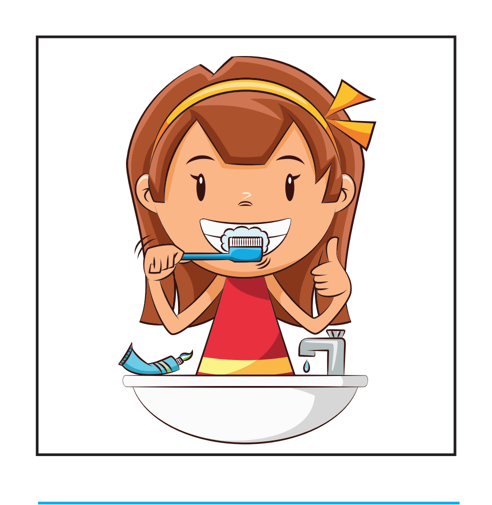
BUYING, SELLING, AND SAVING



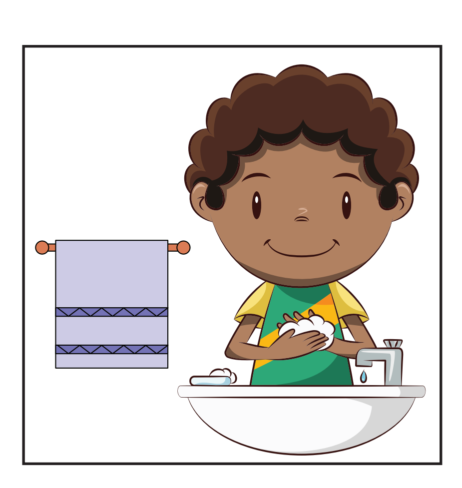


PERSONAL HYGIENE

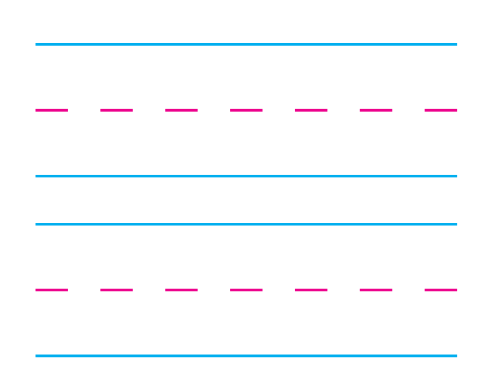
Look at the pictures. Use the Word Bank to write the names of tools used on the lines. Some answers may be used more than once.











Toothbrush | Soap | Shampoo | Toothpaste | Towel | Comb



CONSERVE WATER

Sing the song. Underline ways to conserve water.

Conserve water every day,
Every day, every day.
Conserve water every day,
Please do not waste it.

Turn it off when not in use,
Not in use, not in use.
Turn it off when not in use,
Please do not waste it.

Shorter showers save water,
Save water, save water.
Shorter showers save water,
Please do not waste it.

Tell adults about a leak,
About a leak, about a leak.
Tell adults about a leak,
Please do not waste it.

Conserve water every day,
Every day, every day.
Conserve water every day,
Please do not waste it.





DAILY DIET

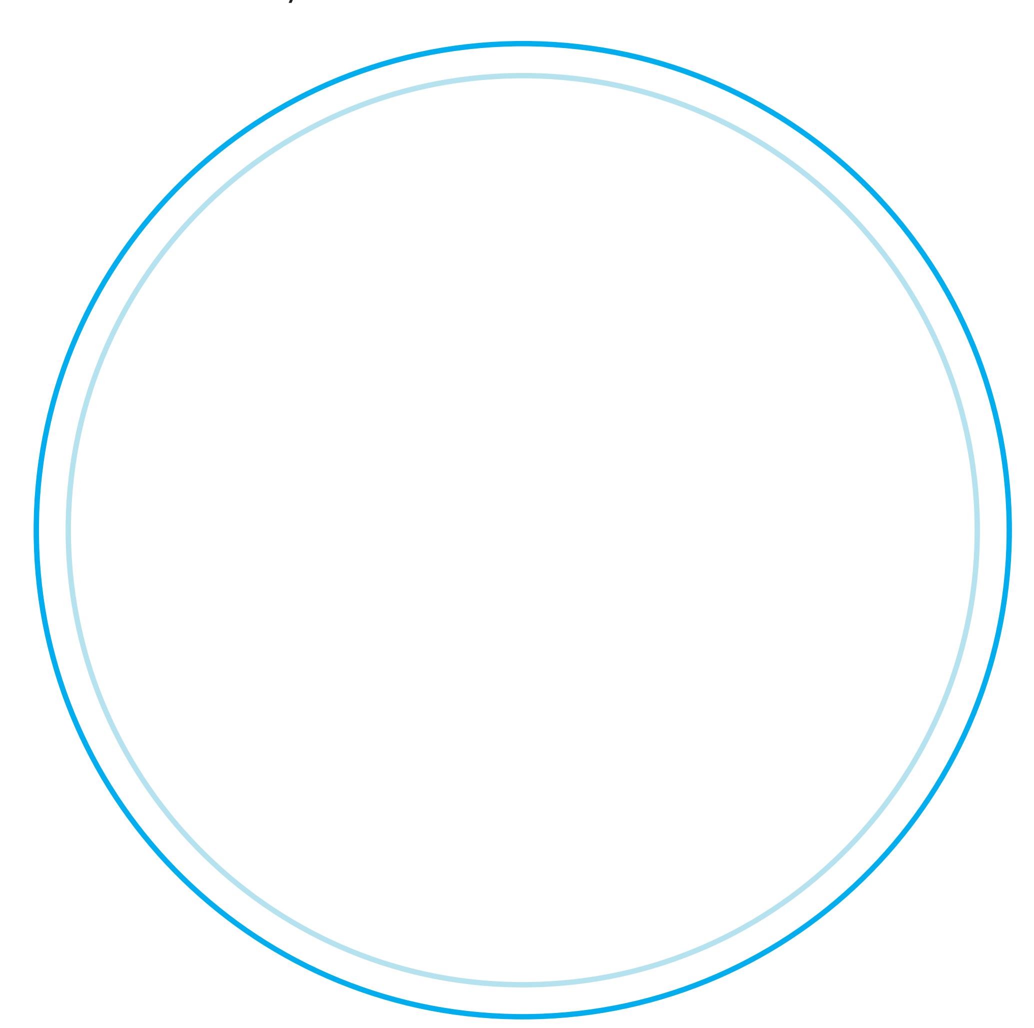
Circle the healthy foods we can eat every day.
Complete the sentence.

_______________ foods are healthy foods.



MY HEALTHY MEAL

Draw a healthy meal. Make a list of the food you will need to make the healthy meal.



MY GROCERY LIST:



GOING SHOPPING

Nadia and her mother are tourists in a new town. Nadia lost one of her bags. They need to replace the items on the list below. They are also hungry. Which stores should they visit?

Read the shopping list. Look at the stores. Match the shopping list item with the store where it is sold.

BOOKSTORE

BAKERY

CLOTHING STORE

GROCERY STORE

PHARMACY

Grocery List

Bread	Toothpaste
Medicine	Honey
Shirt	Book
Toothbrush	Comb



SHOPPING FOR NADIA

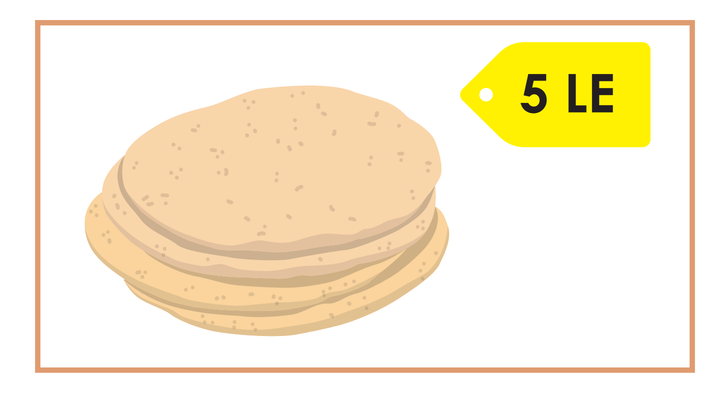
Read the story.

Nadia and her mother are tourists in a new town. When they arrived, Nadia realized she lost a bag on the trip. This morning, they are shopping. These are the goods they still need to buy:

Grocery List

Bread	~~Toothpaste~~
Medicine	Honey
Shirt	Book
~~Toothbrush~~	~~Comb~~

First, they go to the bakery to buy bread. It smells good. Nadia's mother pays the baker 5 LE.



Next, they go to the grocery store to buy honey. Nadia's mother pays the grocer 5 LE.



Next, they go to the pharmacy to buy medicine. Nadia's mother pays the pharmacist 9 LE.



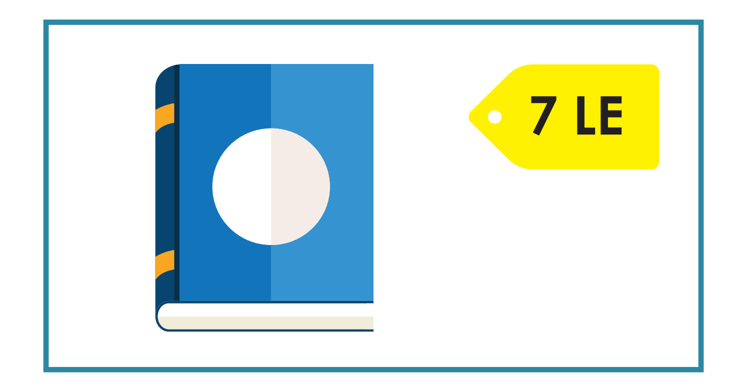


SHOPPING FOR NADIA

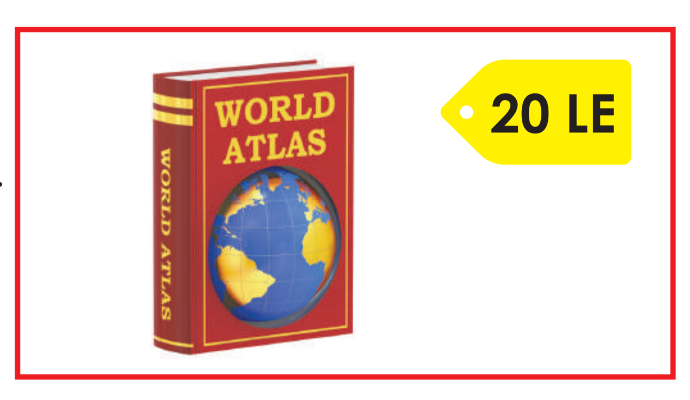
Then, they go to the clothing store to buy a shirt. Nadia's mother pays 11 LE for the shirt.



Finally, they go to the bookstore to buy a book. Nadia wants to read on the train ride home. Nadia's mother pays the book seller 7 LE.



Nadia sees a book of maps she wants at the bookstore. It costs 20 LE. She will save her money so she can buy it next time.







STORES NADIA VISITS

Cut out each square. Glue the events in the order they happened on the next page.













WHERE DID NADIA GO NEXT?

Glue the events of the story in the order they happened.
Write the order of the event on the line next to your picture.

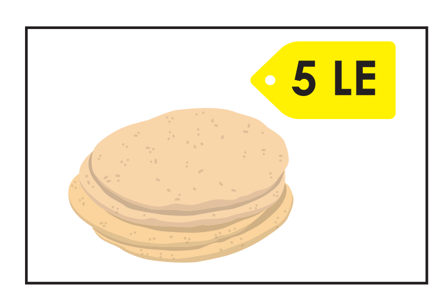
First

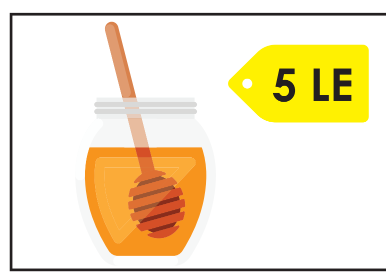
Fourth



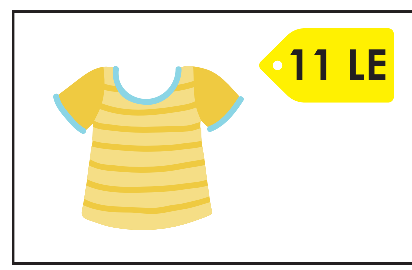
LET'S GO SHOPPING WITH NADIA

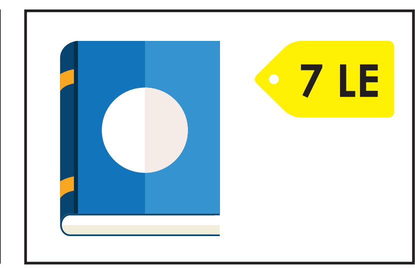
Circle the good that costs the most. Draw a triangle around the good that costs the least. Choose two goods to buy. Complete the sentences.

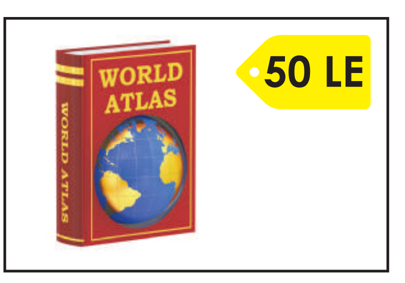




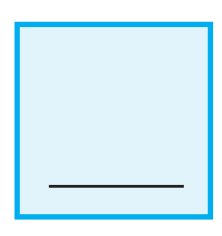
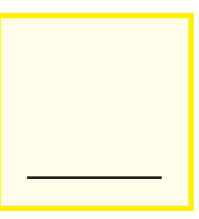


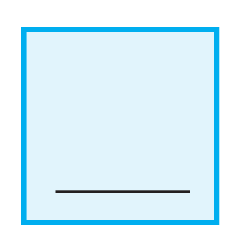
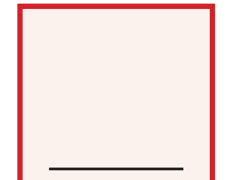


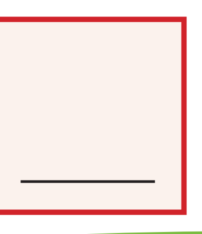




I will buy the ________________.   I will buy the ________________.

It costs    It costs 

 +  =

I need  pounds to buy these goods.



PRACTICE SHOPPING

Cut out each personal hygiene tool. Use the goods to role play shopping.

17 LE

20 LE

10 LE

12 LE

22 LE

30 LE

10 LE



WHAT DID I BUY?

Complete the sentences. Draw the notes you used. Draw a picture of you using the item you bought.

At the store, I bought a ______________________________ .

This item cost ____________________ .

I used [ ] to buy the good.

This is a picture of me using my new purchase:



BRAINSTORMING

You will write a play about buying and selling goods.
The first step is to brainstorm with your group.
Setting: Where will your play take place?
Characters: Who will be in your play?
Events: What will happen in your play?

CHARACTERS
Who?

SETTING
Where?

EVENTS
What happens?



WRITING OUR SCRIPT

Complete the sentences below to create your script.
Then assign one character to each group member.

The ______________ is working in the ______________ .
(type of store worker) (type of store)

Customer 1 arrives at the store.

Store worker 1: Hello, can I help you?

Customer 1: I am looking for ______________ .
(good from the store)

Store worker 1: Of course. Let me show you where it is.

Customer 1: How much does ______________ cost?

Store worker 1: It costs ______________ .
(cost of good)

Customer 1: Here is ______________ .
(amount of money)

Customer 1 hands store worker 1 money for the item.

Store worker 1: Thank you. Here is your ________________________.
(good from the store)

Store worker 1 hands the item to customer 1.

Customer 1: Thank you.

Store worker 1: Nice doing business with you.

Customer 1: You too. Have a nice day.

Customer 1 leaves the store.

Store worker 2 stands behind the cash register.

Customer 2 arrives at the store.

Store worker 2: Hello, can I help you?

Customer 2: Do you have any ________________________?
(good from the store)

Store worker 2: I think so. Let me show you where.

Customer 2: Here it is, thank you. How much does ________________

________________________ cost?

Store worker 2: It costs ________________________ .
(cost of good)



Customer 2: Here is ______________________________.
(amount of money)

Customer 2 hands store worker 2 money for the item.

Store worker 2: Thank you. Here is your ______________________.
(item from the store)

Store worker 2 hands the item to customer 2.

Store worker 2: Thank you for your business.

Customer 2: Have a nice day.

Customer 2 leaves the store.

Customer 1 = ______________________

Customer 2 = ______________________

Store worker 1 = ______________________

Store worker 2 = ______________________



COSTUMES AND PROPS

Decide what costumes and props should be used in your play.

COSTUMES

PROPS

I will try to bring in:

STORYTELLING







FIVE SENSES SCAVENGER HUNT

Search for objects in the classroom that you can see, smell, taste, touch, and hear. Draw and label what you find.

SIGHT	
SMELL	
TASTE	
TOUCH	
HEAR	



DESCRIBING MATERIALS

Look at the two objects on a line. Choose the correct word that describes each object. Write the correct word on the line under the picture.

Sight

small

large

Smell

fresh

stinky

Taste

sweet

sour



Touch

smooth

bumpy

Hearing

ticking

ringing



SARA BAKES A CAKE

Read the story. Cut out the pictures. Glue the pictures in the order they happened in the story.

Sara is hungry. She decides to bake a cake with her friends. First, Sara gets the ingredients. Next, Sara mixes the ingredients. Then, Sara puts the ingredients in the pan. Sara puts the pan in the oven. The cake smells delicious as it bakes. Sara hears the timer ding. The cake is done. Sara eats the cake with her friends. Yum!

1

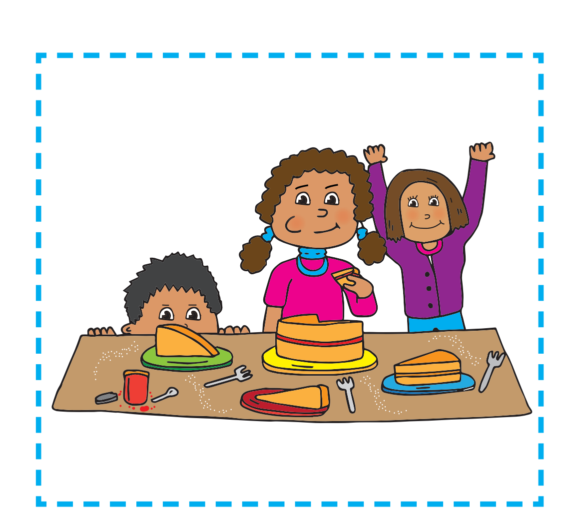
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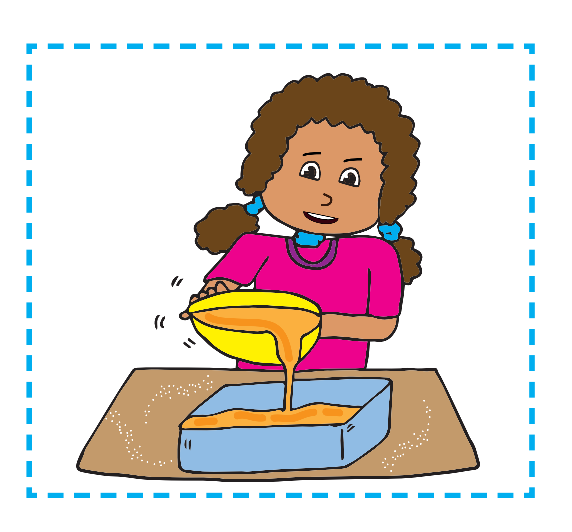
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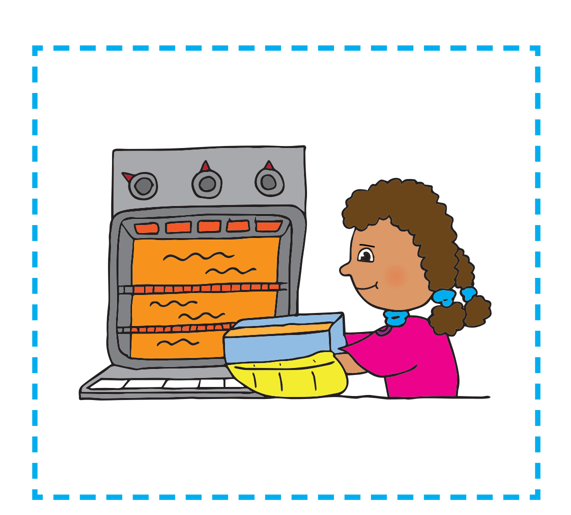
5

















A MIXED-UP STORY

Read the story. Put the sentences in the correct order.

Wael threw a ball for his dog.

The dog picked up the orange.

The dog dropped the orange and chased the ball.

Wael bought an orange at the store.

Wael dropped the orange in the street.



CAN PICTURES TELL A STORY?

Look at the pictures. What story do the pictures tell?









MY FAVORITE PLACE

Draw a picture of your favorite place.





MY MAIN CHARACTER

Draw a picture of your main character.
Add important details.





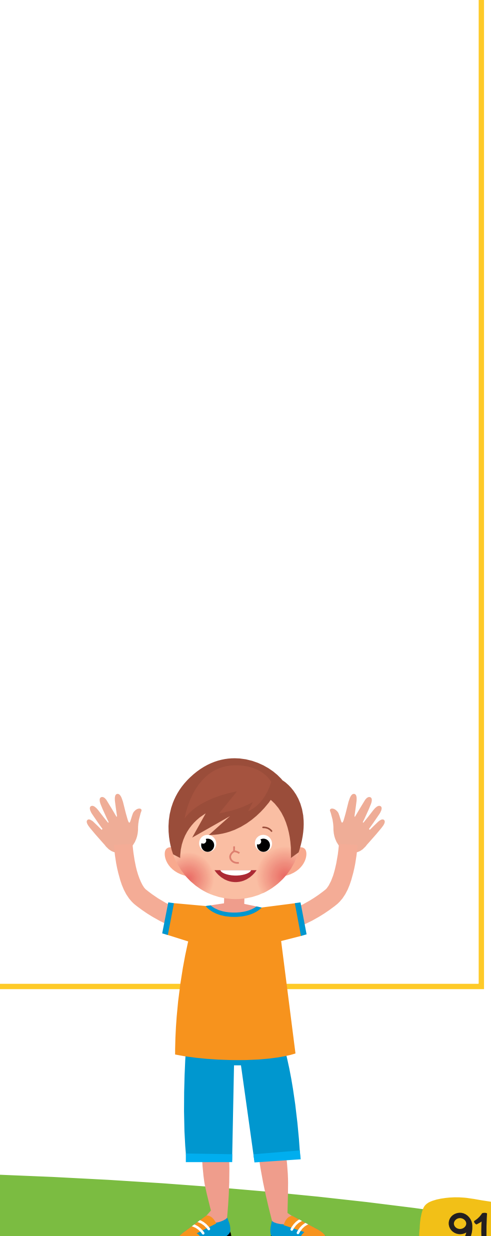
MY STORY–BEGINNING

Draw your story. Draw the beginning of the story in the circle.
Draw the middle of the story in the two rectangles.
Draw the end of the story in the square.

MY STORY–MIDDLE



MY STORY-END












THINKING ABOUT MY TRIP–SENSES

Complete each sentence to describe your trip. You will not use all of the senses in your final story.

SIGHT: What did you see on your trip?

I saw ______________________________.

SOUND: What did you hear on your trip?

I heard ______________________________.

SMELL: What did you smell on your trip?

I smelled ______________________________.

TASTE: What did you eat while on your trip?

I ate ______________________________.

TOUCH: What did you touch while on your trip?

I touched ______________________________.





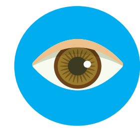


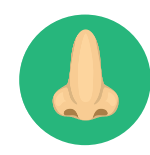


STORY TIME

Read the passages below. Use the key to highlight words describing sight, sound, smell, taste, and touch in the correct color.

FIVE SENSES COLOR KEY


BLUE
Sight (Eye)

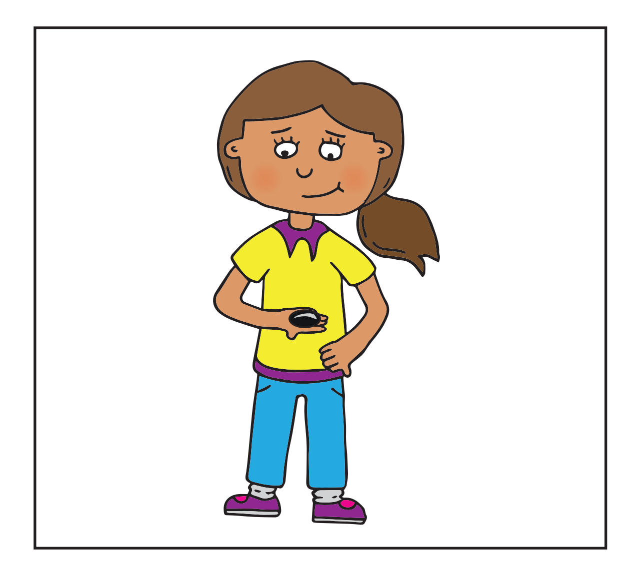

GREEN
Smell (Nose)


ORANGE
Touch (Finger)

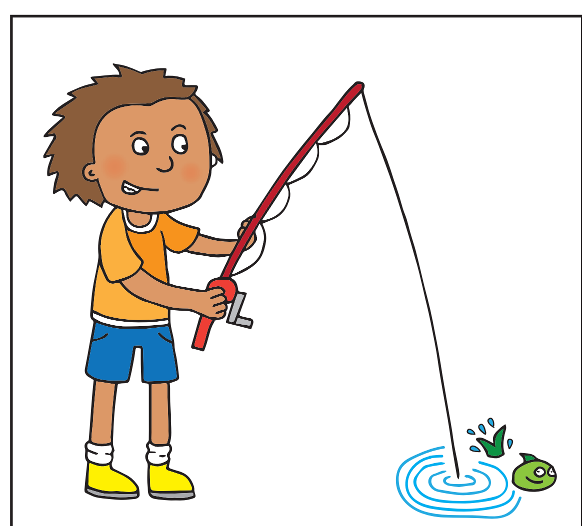

YELLOW
Sound (Ear)


RED
Taste (Mouth)

A girl was on her way to school when she saw a shiny black rock. She reached down to pick it up. The rock was hard and smooth.



A boy went fishing. He smelled the salty air. The boy almost caught a fish. He heard the fish splash in the water before it got away.










DESCRIBING MY TRIP

Describe the setting, characters, and events.

WHERE did you go on your trip?

SETTING ______________________

I went to ______________________ on my trip.

WHO went on the trip with you?

CHARACTERS ______________________

I went on my trip with ______________________ .

WHAT did you do on your trip?

EVENTS ______________________

I ______________________ .

EVENTS ______________________

I ______________________ .





PUTTING IT ALL TOGETHER

A story has all of these parts. Your teacher will help you put them all together.

CHARACTERS

SETTING

SENSES

EVENTS

BEGINNING → MIDDLE → END



SENTENCE ORDER

First, put the sentences in order. Second, give your story a title. Third, write a sentence to end your story.

TITLE: ______________________

BEGINNING

MIDDLE

END

____

____





ILLUSTRATION

Draw a final illustration for your story.









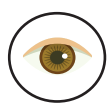
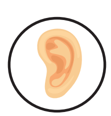
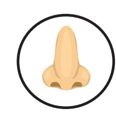
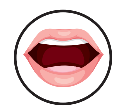
NARRATIVE EVALUATION

Review four personal narratives. Cut each out and hand to the authors.

The author read clearly and with correct volume.



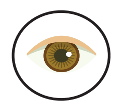
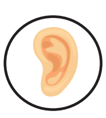
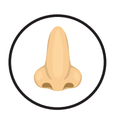
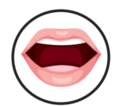
The author described these senses:

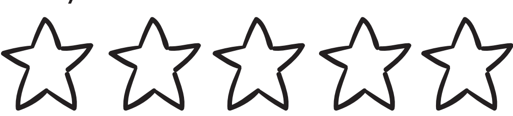
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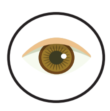
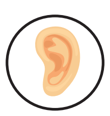
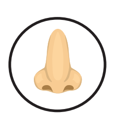
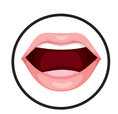
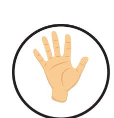
The author described these senses:

The author read clearly and with correct volume.



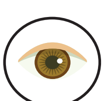
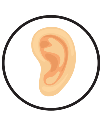
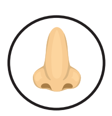
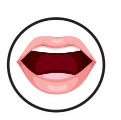
The author described these senses:

The author read clearly and with correct volume.



The author described these senses:

COMMUNICATING WITH NUMBERS







NUMBERS IN OUR WORLD

Find the numbers in the images on the page. Discuss what information the numbers communicate.



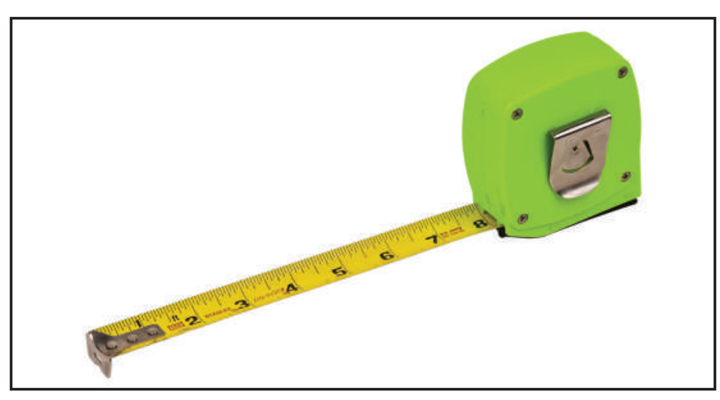
















MENU NUMBERS

Circle the numbers that communicate price in green. Circle the numbers that communicate time in yellow. Circle the remaining numbers in blue. What information do they communicate?

SOUPS

(1 bowl – 345 ml)

Lentil Soup – 4 LE

Molokhia – 4 LE

SALADS

Green Salad – 5 LE

Yogurt Salad – 7 LE

APPETIZERS

Mixed Olives – 2 LE

Falafel – 4 LE

DIPS

Homus – 3 LE

Tahini Sauce – 3 LE

DRINKS

Bottled Water – 1 LE

Mowz bil-Laban (banana with milk) – 3 LE

The Grill

4000 Qasr Al Nile, Cairo Governorate, Egypt

Hours

11:00 – 8:00 daily

02-5555-1111





USEFUL NUMBERS

Think about a time when numbers gave you information.
Draw a picture. Complete the sentence .

I use numbers to ______________________________ .



MISSING NUMBERS

The numbers are missing. Can you help? Use the number bank to put the numbers back where they belong.



NUMBER BANK

90°C	3:00	30	2 KG	10 LE





NUMBER SCAVENGER HUNT

Find numbers around the school. Draw and label a picture of two places you see numbers. What information do the numbers tell you?

NUMBERS	INFORMATION









I WONDER

Think of a question that has two choices for answers. Write your question and two choices on the lines. Cut out your question on the dotted lines.

MY QUESTION

____

____

Choice 1 ______________________________

Choice 2 ______________________________

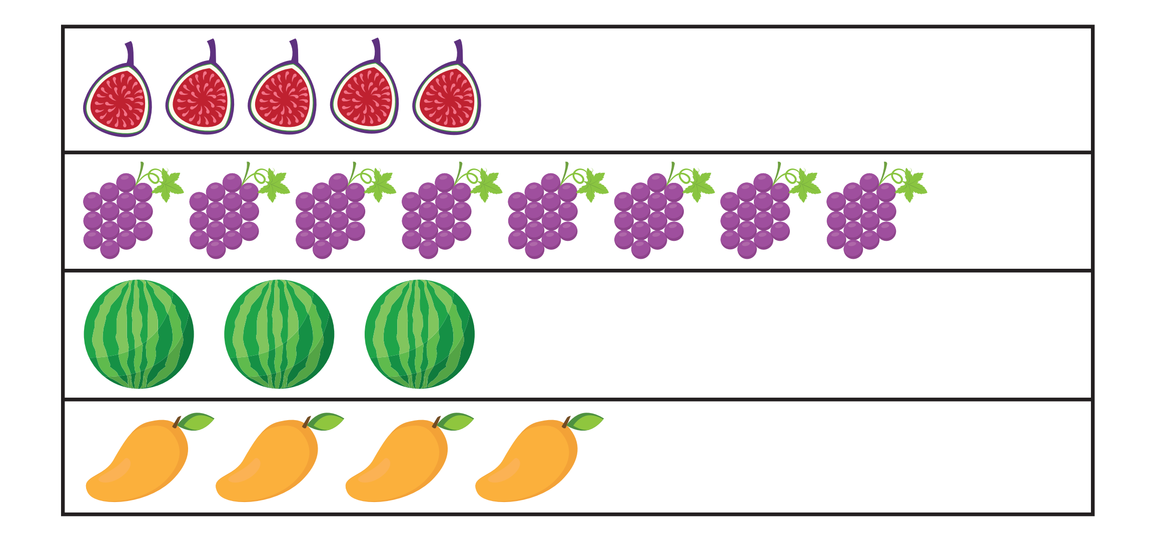




FAVORITE FRUIT

Use the survey information to answer the questions.

The class is going to have fruit for a snack.
The teacher asks the class to choose a favorite fruit.



How many students like figs the best? ________

How many students like grapes the best? ________

How many students like melons the best? ________

How many students like mangoes the best? ________

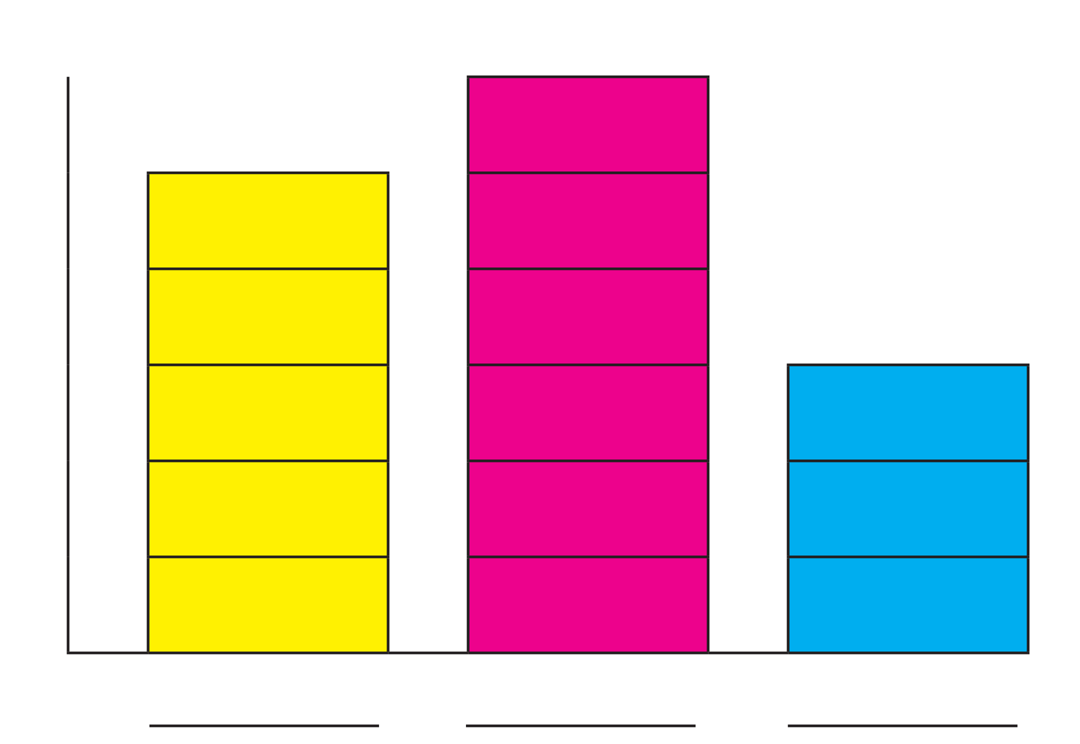
Which fruit is the favorite of most students?

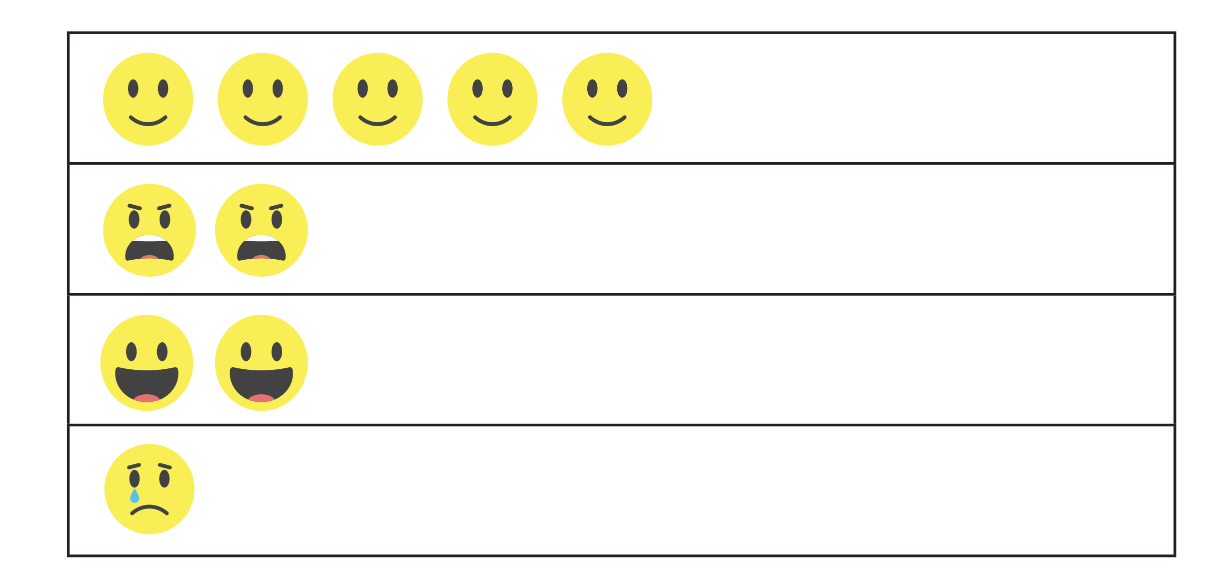
The teacher will buy two kinds of fruit. What should the teacher buy?



COMPARING WITH GRAPHS

There are two types of graphs. What do you know from reading the graphs?









OUR BAR GRAPH

Write your survey question, then answer it as a group. Make a bar graph. Write two things you know from your group's answers. Use comparing words like: more than, less than, equal to, or same as.

Our survey question is: ______________________________

____ ?

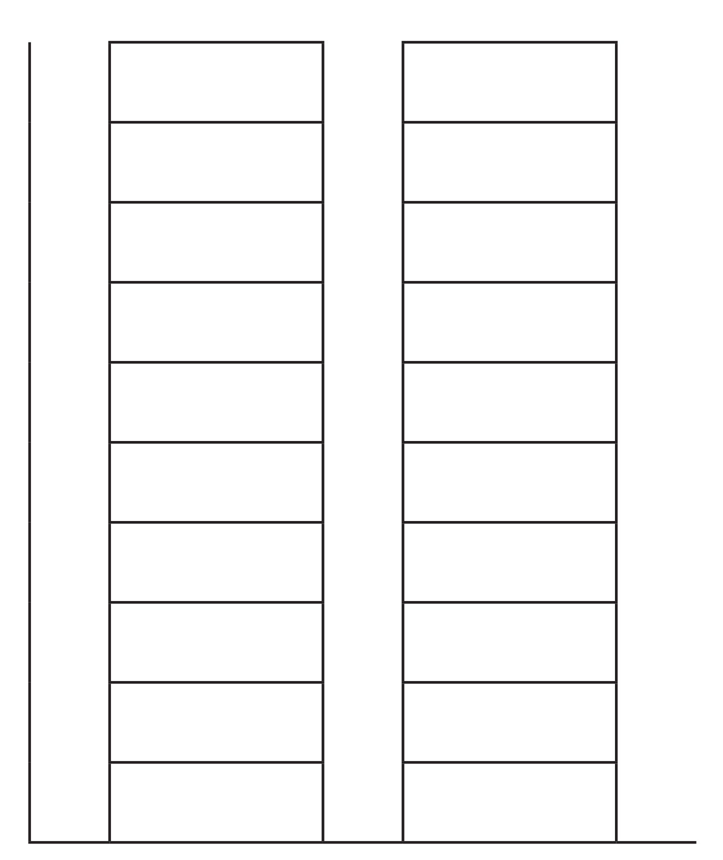
______________ say ______________________________ .

(number) (choice 1)

______________ say ______________________________ .

(number) (choice 2)

OUR BAR GRAPH



What answers do you have for your question?

1.

2.





ONE MINUTE

How long is one minute? Complete the chart.
Predict and test ways to count one minute.

Action	Predict	Test
Do jumping jacks		
Count silently		
Hop on one foot		

Which was the best way to time a minute?

Why do you think it is the best way?



PLANNING A PARTY

Read the letter. How can you help Loai?

Dear Friends,

I want to plan a party for my family.

Can you help me?

This is what I know:

The party will be in the afternoon.
We want to play 2 games.
We will have food for everyone.

We need a schedule for our party.
These are my questions:

How long should the party be?
What games can we play?
When should we eat?
When should we play games?

Thank you for your help.
The party will be fun.

Loai










PARTY SCHEDULE

Make a schedule for Loai's party.

1. How many hours will the party be?

2. What games should Loai play at the party?

	What will we do?	
First		
Second		
Third		

NUMBER BANK

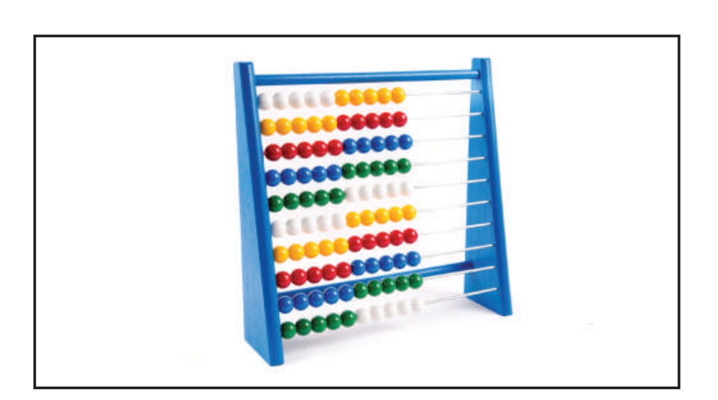
Hours **Eat** **Play game**



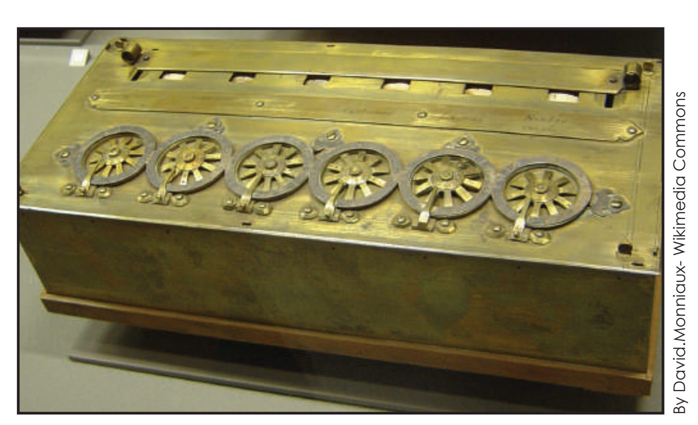
TECHNOLOGY WITH NUMBERS

Look at the images. Which pictures show technology?

Egyptians used the abacus about 4000 years ago. The abacus is also called a counting frame.



Pascal's Calculator was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.



By David.Monniaux- Wikimedia Commons

This is an adding machine. How does it work?



By graphiclunarkid- Flickr

How is this calculator different from the other examples?







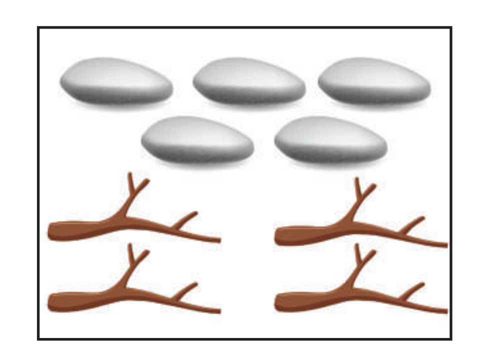
ABACUS

Line up small objects to create your own abacus.



MATH STORIES

Complete the missing information. Circle the correct operation for each story. Then create a math story of your own.

1. + = 

5 + 4 = ______

Is this an addition or subtraction math story?

2.

______ ______ = ______

Is this an addition or subtraction math story?





MY OWN PERSONAL MATH STORIES

Create your own addition and subtraction math stories.

Addition Math Story

______ + ______ = ______

Subtraction Math Story

______ – ______ = ______





MATH PAINTING EVALUATIONS

Review your own paintings. Listen to the presentations in your group. Use the evaluations below to comment on your friends' paintings.

I spoke clearly and with correct volume. ☆☆☆☆☆

My best detail was ______________________________

____

I liked my ____________________ painting best.

(addition / subtraction)





Name:

My friend spoke clearly and with correct volume.

☆☆☆☆☆

My friend's best detail was

Name:

My friend spoke clearly and with correct volume.

☆☆☆☆☆

My friend's best detail was

COMMUNICATING WITH ART







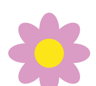
COLORFUL ME

Draw six things about you.

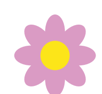


IF YOU MOVE AND YOU KNOW IT

Read the words to the song together. Then sing the song together. Write one more verse to the song.



IF YOU MOVE AND YOU KNOW IT



If you are playing on the playground, spin around.
If you are playing on the playground, spin around.
If you are playing on the playground, spin around really fast.
If you are playing on the playground, spin around.

If you are playing with a ball, kick it high.
If you are playing with a ball, kick it high.
If you are playing with a ball, kick it high into the sky.
If you are playing with a ball, kick it high.









ART SHOW WEBSITE

Use the website to learn more about the upcoming art show.

Before going to the art show, Habiba searches online for more information. The website says there are photographs, paintings, and sculptures at the art show.

CAIRO ART GALLERY VISIT EXHIBITIONS ABOUT US

ART SHOW

PAINTINGS PHOTOGRAPHS SCULPTURES



HABIBA GOES TO THE ART SHOW

Read the story.

Habiba is happy to go to the art show. Her mother tells her not to touch the art. Habiba nods yes. She knows that the art is special.

Habiba sees a photograph of the Pyramids of Giza. She would like to visit the pyramids. Habiba thinks about the Ancient Egyptians. She is proud of their accomplishments.

Habiba sees a painting of flowers. The flowers are tulips. They are different colors. She thinks the flowers are pretty.

Habiba sees a sculpture of an elephant family. She thinks of her family. They take care of her. She loves her family.

Habiba had fun at the art show. She is going to go home and be an artist. Will she be a sculptor? A photographer? A painter?







IF I WERE AN ARTIST

Draw a picture and complete the sentence.

If I were an artist, I would be a ____________________.

WORD BANK

Photographer | Actor | Dancer | Musician | Painter | Sculptor





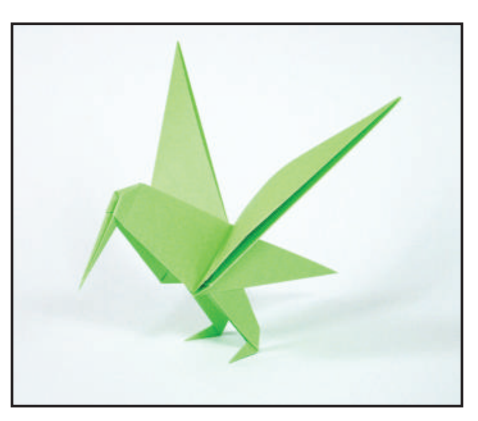



BIRD SCULPTURES

Look at the sculptures. These are made from different materials. What materials do you think each is made from?

WORD BANK

Wood | Paper | Metal | Fabric | Plastic







MASKS

Look at the masks. How can these masks help you create your own mask?





MASK PATTERN

Use the pattern to make your mask. When you finish, cut and trace your pattern.









SHOPPING SCRIPT

Read the buying and selling script together as a class.
Then, identify and discuss the message being communicated.

Customer arrives at the store.

Store worker: Hello, can I help you?

Customer: I am looking for loaves of bread.

Store worker: Of course. Let me show you where they are.

Customer: How much do the loaves cost?

Store worker: They cost 7 LE.

Customer: Here is 7 LE.

Customer hands store worker money for the items.

Store worker: Thank you. Here is your bread.

Store worker hands the item to customer.

Customer: Thank you.

Store worker: Nice doing business with you.

Customer: You, too. Have a nice day.

Customer leaves the store.





OUR SCRIPT

Finish writing the script.

Four animals are playing ______ in the ______. They look around. They see trash on the ground.

Character 1: I am so ______. Look at all the trash here.

Character 2: What can we do?

Character 3: Maybe we can ______.

Character 4 finds a ______ to help.

Character 1: Let's make a poster. It can say "______."



Character 2: We will need ____________________________________ .

Character 3: We can also ____________________________________ .

Character 4: We will need ____________________________________ .

Character 1: Thank you for helping ____________________________ .





DAILY SCHEDULE

Identify five events you do each day. Put the events in order. Fill in the correct hour hand for each analog clock.

1. ______________________________



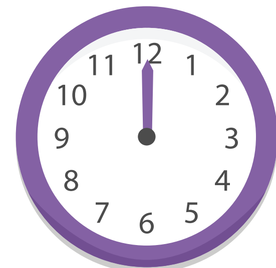
2. ______________________________



3. ______________________________



4. ______________________________



5. ______________________________











LEARNING THROUGH MUSIC

On separate pieces of paper, copy one stanza from the "Seasons of the Year" song. Illustrate the stanza.

The leaves on the tree fall to the ground,
to the ground, to the ground.
The leaves on the tree fall to the ground.
All fall long.

The weather outside is cold and rainy,
cold and rainy, cold and rainy.
The weather outside is cold and rainy.
All winter long.

The flowers and leaves are starting to grow,
starting to grow, starting to grow.
The flowers and leaves are starting to grow.
All spring long.

The weather outside is hot and sunny,
hot and sunny, hot and sunny.
The weather outside is hot and sunny.
All summer long.



LEARNING THROUGH ART

Draw your favorite art activity from the year. Discuss how to make your drawing even better. On another piece of paper, work with a partner to draw and color a final version.

By





CARING FOR PLANTS

Fill in the correct words from the word bank. On another piece of paper, copy one step and illustrate it.

1. Make sure your plant has enough ______________ in its pot.

2. Put your plant by window a so it gets enough ______________ .

3. ______________ your plant.

4. Give your plant ______________ so it is not too close to another plant.



WORD BANK

Space | Water | Soil | Sunlight



STORIES WE READ

Brainstorm a list of stories you read this year. Choose one story each. On a separate piece of paper, write the title of the story and illustrate a cover.

STORIES WE READ THIS YEAR:

Sara Bakes a Cake

Shopping for Nadia




Egyptian Knowledge Bank
بنك المعرفة المصري


مركز تطوير المناهج والمواد التعليمية
CCIMD
Center For Curriculum & Instructional Materials Development


2030
EGYPT VISION